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| **Word Reading** | **Comprehension** |
| As above and:   * Read books at an age appropriate interest level. * Use knowledge of root words to understand meanings of words. * Use suffixes to understand meanings e.g. *-ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably.* * Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below | As above and:  **Maintaining positive attitudes to reading**   * Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. * Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. * Recommend books to their peers with reasons for choices. * Read books and texts that are structured in different ways for a range of purposes. * Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. * Learn a wider range of poems by heart. * Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.   **Understanding texts they read independently and those which are read to them**   * Explain the meaning of words within the context of the text. * Use punctuation to determine intonation and expression when reading aloud to a range of audiences. * Check that the book makes sense to them and demonstrate understanding e.g. *through discussion, use of reading journals.* * Demonstrate active reading strategies e.g. *generating questions to refine thinking, noting thoughts in a reading journal.* * Infer characters’ feelings, thoughts and motives from their actions and justify inferences with evidence. * Predict what might happen from information stated and implied. * Through close reading of the text, re-read and read ahead to locate clues to support understanding. * Explore themes within and across texts e.g. *loss, heroism, friendship.* * Make comparisons within a text e.g. characters’ viewpoints of same events. * Distinguish between statements of fact and opinion within a text. * Scan for key words and text mark to locate key information. * Summarise main ideas drawn from more than one paragraph and identify key details which support this. * Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - **P**oint + **E**vidence + **E**xplanation. * Analyse the conventions of different types of writing e.g. *use of first person in autobiographies and diaries.* * Identify how language, structure and presentation contribute to meaning e.g. *formal letter, informal diary, persuasive speech.*   **Evaluating the impact of the author’s use of language**   * Explore, recognise and use the terms metaphor, simile, imagery. * Explain the effect on the reader of the authors’ choice of language.   **Participating in discussion and debate**   * Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. * Explain and discuss their understanding of what they have read, including through formal presentations and debates. * Prepare formal presentations individually or in groups. * Use notes to support presentation of information. * Respond to questions generated by a presentation. * Participate in debates on an issue related to reading (fiction or non-fiction). |